

# Common Core Standards

## TECH STANDARDS

EDITOR: WILL DEMKE

SOURCE: Lemmon, Brenda. "USD 473 Technology - LiveBinder." *LiveBinder*.

N.p., n.d. Web. 15 June 2013.

<<http://www.livebinders.com/play/play?id=339110>>.

## Table of Contents

<b><u>Kindergarten</u></b> .....	<b>page 3</b>
<b><u>Grade 1</u></b> .....	<b>page 3</b>
<b><u>Grade 2</u></b> .....	<b>page 4</b>
<b><u>Grade 3</u></b> .....	<b>page 5</b>
<b><u>Grade 4</u></b> .....	<b>page 6</b>
<b><u>Grade 5</u></b> .....	<b>page 8</b>
<b><u>Grade 6</u></b> .....	<b>page 9</b>
<b><u>Grade 7</u></b> .....	<b>page 11</b>
<b><u>Grade 8</u></b> .....	<b>page 13</b>
<b><u>Grades 9/10</u></b> .....	<b>page 16</b>
<b><u>Grades 11/12</u></b> .....	<b>page 18</b>

## **Kindergartners**

**CC W #6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

- Know how to turn a computer on and off and how to use the mouse and keyboard
- Know the basic care of a computer (handling laptops, keyboard, mouse, etc.).
- Identifies letters and functions on the keyboard.
- Create, as a class, an electronic project by publishing original ideas with word processing software or presentation software and selecting related images.

(NOTE: Students are not expected to use the correct fingering when typing words)

**CC W #7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

- Students will be introduced to books, both print and online, to learn and later locate relevant information.
- Be able to access the Internet and navigate a website.
- Use grade appropriate websites to enhance curriculum.

**CC SL #2: Confirm understandings of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

- Use a digital camera to project a book from an online source.
- Listen to a book in an audio format.
- Watch a DVD version of a book and compare to print version.

## **Grade 1**

**CC W #6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

- Publish student writing in a word processing program.
- Combine images and text into a word document to write a sequence of instructions.

**CC W #7: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.**

- Students are introduced to resources, both print and online, to locate relevant information to enhance curriculum.

**CC SL #2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**

- Use a document camera to project a book or online digital story
- Listen to a book in an audio format
- Watch a DVD version of a book and compare with print or digital version

## **Grade 2**

**CC RL #7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

- View a story-book in an electronic format or audio. Listen to the same story being read aloud and compare and contrast the two for personal preference.

**CC W #6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

- Use a computer and multimedia technology for directed learning activities in an appropriate manner including use of passwords and network use (ex: Pearson Reading Street, etc.).
- Use correct terminology when talking about computers and multimedia technology.
- Use a slide presentation software (Keynote, PowerPoint) to create a simple presentation (5 slides).
- Create a poster to advertise a book.
- Create a simple word processing document.
- Use appropriate multimedia or online resources to gather needed information.

**CC W #7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.)**

- Explore a variety of online websites that showcase narrative and expository text.
- Begin to apply the very basic steps of a problem-solving model to conduct a search for information, focusing on the big idea. (ex: understanding what type of information they need, the difference between fiction and nonfiction, what types of sources give the most accurate information).
- Conduct keyword and/or subject searches on the library catalog and online sources to locate needed materials on a favorite leisure, animal, or sport activity.
- Research a topic using books and websites given by the instructor.
- With teacher assistance, construct a simple bibliography with author/title

**CC SL #2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

- Explore simulations through interactive software and websites.

- Respond to a class discussion electronically (e.g., eInstruction, Qwizdom, Interwrite, Smartboards).

**CC SL #5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.**

- Create a simple podcast.
- Use simple grafting software to record the results of a survey in class.
- Use concept-mapping software with teacher assistance with Kidspiration.

**CC LS #4e: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.**

- Use software embedded dictionary tools.
- Use hyperlinks in existing online text
- Use an online dictionary/thesaurus.

## **Grade 3**

**CC RI #5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

- Utilize a web search engine appropriately.
- Navigate within an online database
- Evaluate information for reliability and relevance to the topic being researched from Internet sources.

**CC W #6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**

- Collaborate with other students by using an online social media format such as a classroom blog or wiki.
- Student will always use proper keyboard technique when using computers.
- Produce a media-rich digital story that includes a written narrative.
- With guidance, choose the most appropriate format for presenting information by identifying and audience, and considering length of presentation and type of information to share.

**CC W #7: Conduct short research projects that build knowledge about a topic.**

**CC W #8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

- Research a topic, take notes in a graphic organizer, and present information using multimedia software in small groups.

- Evaluate information, from both print and digital sources, based on relevance and reliability.
- Conduct advanced keyword and/or subject searches on the library catalog and online sources to locate needed materials on a research topic.
- Understand the difference between information presented as fact versus opinion.
- Understand and access databases to find appropriate information.
- Identify the difference between actual quotations, similar ideas and original thought in constructing a report.
- Utilize correct formatting within word processing document.
- Practice responsible use of technology systems by understanding that using other resources, even online, requires giving credit.
- Correctly site research documentation within a works cited page. Student may use online resources such as [www.bibme.org](http://www.bibme.org).

**CC SL #2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

**CC SL #5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.**

- Compare written text and video presentations of the same story, discussing the difference and similarities between the two.
- Use a voice recorder (GarageBand, VoiceThread.com) to record students reading from a book.
- Participate in peer editing by listening to a classmate's recording and providing feedback.
- Collect data and graph results on a local topic (e.g., daily weather) and present findings using a spreadsheet software program.
- Test reading fluency using an audio recording device (iPods, etc.)
- Create graphic organizers, story maps, thinking maps, etc. electronically to convey their understanding of story elements.

## **Grade 4**

**CC RI #6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**

- Students will investigate online primary and secondary sources
- Students will participate in Webquests using primary and secondary sources
- Students will create a presentation using primary and secondary sources found online

**CC RL #7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.**

- Use a computer created visual aid to assist in a presentation on a book or written work.
- Students will use online tutorials to enhance their understanding of curriculum.

**CC RI #4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.**

**CCRI #9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.**

**CC W #7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.**

- Apply the basic steps of a problem-solving model to conduct a search for information.
- Conduct advanced keyword and/or subject searches on the library catalog and online sources to locate needed materials on a favorite leisure, animal, or sport activity.
- Effectively utilize a variety of databases to locate needed information by utilizing a database's advanced features.
- Evaluate information for reliability and relevance to the topic being researched from Internet sources.
- Construct a bibliography page using a professional editorial style of sources used in correct order according to author, title, publisher, date, place of publication and page numbers.

**CC RI #7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.**

**CC W #2a: introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., heading), illustrations, and other multimedia when useful to aiding comprehension.**

- Collect data for a personal use in a graphic organizer, note cards, outline, or any other product online to meet the students' needs.
- Utilize computerized tools to visually display information.
- Discuss how to best determine a site's accuracy by checking the copyright date, author's authority and research base of material.

**CC W #6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.**

- Use blogs, wikis, etc. to publish written works online for all to view.
- Engage in peer editing by reviewing classmates presentations and providing feedback.
- Practice responsible use of technology with an understanding of basic issues related to use of technology and information and describe the personal consequences of inappropriate use.

**CC W #8: Recall relevant information from experiences or gather relevant information from print and digital sources: take notes and categorize information, and provide a list of sources.**

- Use online data tools to organize information.
- Use online bibliography tools to create works cited/bibliography.

**CC SL #2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

- Explore a variety of digital media formats available to them through the Internet.

**CC SL #5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.**

- Add audio, video, or pictures into a presentation.
- With assistance, choose the most appropriate format for presenting information by identifying an audience, and considering length of presentation and type of information to share.

**CC L #4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

- Students will use online and digital reference materials
- Students will utilize hyperlinks in existing online text to clarify meaning of key words.
- Students will use an online dictionary/thesaurus

## **Grade 5**

**CC RI #7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

- Use appropriate Boolean searches to find information on the Internet.
- Understand the basic search query process utilized by Google and other search engines.
- Know which sites are appropriate for the information needed.

**CC W #6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.**

- Use blogs, wikis, etc. to publish written works online for all to view.
- Engage in peer editing by reviewing and responding to classmates work and use the assignment criteria to identify gaps or holes.



- Understand the responsible use of technology and information presented online through social media sites and relate personal consequences of inappropriate use.

**CC W #7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**

**CC W #8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finish work, and provide a list of sources.**

**CC W #2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.**

- Use a variety of online reference tools, including databases, websites, and any other sites deemed necessary and appropriate.
- Use research tips such as skimming or scanning information found in print and online sources for relevance to interest using text features such as tables, summaries, subject headings, ect.
- Analyze, with guidance, for clarification, reorganization of ideas and/or elimination of extraneous information.
- Verify accuracy of information found (e.g., current and appropriate, according to copyright date and authority, bias present).
- Understand how fact, opinion, and points of view are different from each other.
- Define plagiarism and states the full citation or information used for research. Write citation information in appropriate bibliographical format for multiple sources: e.g., audio-visual, Internet, oral resources.

**CC SL #2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**

**CC SL #5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.**

- Create an audio recording in a project to enhance text.
- Create an audio recording and visual images in a digital story online.

**CC L #4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

- Use software embedded dictionary tools.
- Use an online dictionary/thesaurus for new words encountered in text.

## **Grade 6**

**CC RI #7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**

**CC SL #5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**

- Utilize a digital presentation software (PowerPoint, Keynote, Word, Pages, etc.) to integrate different types of media into one document.
- Utilize a digital video editor (iMovie) to create a movie/video interpreting written words.
- Use an online tool (Voicethread) to integrate voice and pictures into a multimedia presentation.
- With teacher guidance, students will be able to choose the most appropriate format (print, multimedia presentation, video) for presenting information by identifying an audience, and considering length of presentation and type of information to share, and justify their choices.

**CC W #2a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

**CC W #6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**

**CC WHST #6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

- Students will complete a 9 week course enhancing their keyboarding skills to the proficient level (use Type To Learn or typing web.com-free site)
- Students will utilize a word processing software to learn the basic formatting tools. (Margins, spacing, styles, fonts, etc.)
- Teachers will introduce students to Google Docs (or comparable software) to allow students to collaborate on documents.
- With teacher guidance, students will extend the use of bibliographies and footnotes to a larger variety of sources by utilizing online note-taking and bibliographical help sites. (Easybib)
- Organize information by creating a graphic organizer using concept mapping software (e.g., Inspiration).
- The student seeks, communicates actively, and integrates information within a group online to create a common product. (wiki, classroom blog, webpage)
- Students will be introduced to the social implications of producing their works online.
- Students will learn to apply the safety precautions necessary when using online resources (personal information, passwords, etc.).
- Demonstrate creativity by using multiple resources and formats.

**CC W #8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**

**CC WHST #8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or**

**paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- Apply a research process and/or an information problem-solving model to decide what information is needed.
- Find and select appropriate online sources to answer questions.
- Demonstrates knowledge of different search strategies used online (advanced search, boolean search, shortcuts, ect.)
- Formulate subject and keyword search terms for locating information found online
- Understands multiple resources must be consulted to verify the accuracy, relevance and comprehensiveness of information.
- Examine bogus websites and discusses effective ways to identify them.
- Display emotional resilience by persisting in information searching despite challenges.
- Understands and recognizes the use of bias as it is used in books and online sources.
- Compare key concepts of intellectual property including ownership of technology, copyright, patent, trademark, trade name, and discuss consequences of violating other's intellectual property rights.

**CC RH #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

- Students will utilize a spreadsheet software to create digital graphs and charts to integrate into a paper.
- Students are familiar with the steps involved with downloading and incorporating digital images from a teacher-approved site.
- Students understand and show respect for copyright/intellectual property rights of creators and producers.
- Follow ethical and legal guidelines in gathering and using information.

## **Grade 7**

**CC RL #7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques, unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)**

- Seek information from diverse resources and multiple perspectives to gain full comprehension.
- Applies knowledge from visual and/or aural messages received after viewing a variety of different formats and styles in future multimedia presentations created.

**CC RH #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

**CC SL #5: Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

- Demonstrate personal productivity by completing online products to express learning.
- Demonstrate creativity by using multiple resources and formats
- Students utilize a word processing tool to organize their paper with correct page layout.
- Students utilize a spreadsheet tool to create graphs and charts to integrate into a paper or multimedia project.
- Students utilize a presentation software (PowerPoint, Keynote) to create a multimedia presentation.

**CC W #6 & CC WHST #6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**

**CC W #2a: introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

- Work collaboratively on a newsletter reflecting unit of study using publication software (e.g., Pages)
- Students can create hyperlinks that link directly from their paper to the correct online source.
- Understands how the use of technology can affect humans in various ways including their safety, comfort, choices, and attitudes concerning a specific topic. (twitter, news comments, blogs, emails, propaganda)
- Identify, discuss and explain each other's point of view and biases in their writing during a peer online editing activity.
- The student demonstrates knowledge of social, ethical, and human issues associated with technology (ie cyberbullying, social media awareness, privacy laws, ect.).

**CC W #8 & CC WHST #8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- Perform advanced search techniques and queries online
- Understand and effectively use a wide-range of different databases to find information.
- Recognize facts, opinions, and point of view and sometimes determine when it is appropriate in one's own work.
- Understand the difference between a primary and a secondary source found online.
- Find, evaluate, and select appropriate sources based on type of question to answer.
- Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success. (Boolean, advance search skills)

- Display emotional resilience by persisting in information searching despite challenges.

**CC RST #9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.**

- Engage in virtual learning activities (e.g., virtual museum tours, simulations, and/or Skype)

## **Grade 8**

**CC W #2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**

**CC W #6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.**

**CC WHST #6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.**

- Create documents (e.g., letters, memos, reports) using existing forms and templates.
- Employ word processing utility tools (e.g., spell checker, grammar checker, thesaurus).
- Format text using basic and more advanced formatting functions (e.g., headers/footers/dropped caps, and indexing).
- Retrieve existing documents and safeguard using name and save functions.
- Create new word processing forms, style sheets, and templates.
- Enhance publications using different fonts, styles, attributes, justification, etc.
- Enhance publications using paint/draw functions.
- Format new desktop publishing files.
- Output desktop publishing files.

**CC RH #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**

**CC SL #5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.**

- Place graphics in document.
- Create computer presentation and handouts in accordance with basic principles of graphics design and visual communication.
- Independently use a variety of primary and secondary sources found online, in a variety of formats related to a given content area to construct a synthesis project, such as a poster, handout, brochure, essay, or an electronic presentation.

**CC RI # 7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**

- Demonstrate motivation by seeking information online to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- Student will understand how to send and access email messages using login and password functions.
- Students will create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, ect.)
- Students will demonstrate knowledge of email etiquette
- Students understand how to attach documents to messages..
- Demonstrate knowledge of contamination protection strategies for email. Save email messages/attachments.
- Create calendars/schedules.
- Document results.
- Create tasks (to-do) list.
- Identify PIM applications (MS Outlook, Lotus Notes,and others).
- Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.
- Create and send notes, informal memos, reminder using PIM applications including to oneself as needed.
- Manage daily/weekly/monthly schedule using applications.
- Apply basic commands of operating system software and appropriate file and disk management techniques.
- Recognize the need for regular backup procedures.
- Demonstrate knowledge of potential internal and external threats to security including viruses and explore ways to implement countermeasures such as loading detection and protection software.
- Understand how to remove viruses in a safe manner and report them in compliance with school procedure.
- Ensure compliance with security rules, regulations, and codes and security procedures in accordance with school and business procedures.
- Understand how to follow a disaster plan and how to utilize backup and recovery procedures. Document security procedures and maximize threat reduction.
- Understand how to provide for user authentication and maintain confidentiality (e.g., assign passwords, access level).

**CC WRLST # 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. *(Most of this will be covered in 8th grade computer class)***

- Demonstrate knowledge of central processing unit (CPU) control and architecture.
- Identify CPU modes of operations.

- Define the role of memory management in an operating system.
- Demonstrate knowledge of network operating systems.
- Demonstrate knowledge of operating system architecture types.
- Differentiate between microcomputer, minicomputer, and mainframe operating systems.
- Demonstrate knowledge of the basics of process management.
- Demonstrate knowledge of the system utilities used for file management.
- Demonstrate knowledge of changes brought about by quality industry leaders in the world.
- Demonstrate knowledge of successful efforts by industry to improve quality and/or reduce costs.
- Demonstrate knowledge of the historical evolution of quality assurance/total quality management (e.g., Deming, ISO 9000).
- Demonstrate knowledge of the standards/requirements for the Baldrige award.
- Demonstrate knowledge of quality management terminology.

**CC WRLST # 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).**

- Create, edit , save, retrieve and print spreadsheets.
- Create charts and graphs from spreadsheets and incorporate them to enhance presentations.
- Group worksheets.
- Input/process data using spreadsheet functions while using simple formulas.
- Identify hardware items that support presentation software (e.g., scanners, digital cameras, printers, and projection systems).
- Print a single slide, an entire presentation, an outline, and notes.
- Run slide shows manually and automatically when given a presentation.
- Enter and process data using database functions (e.g., structure, format, attributes, relationships, keys, sort features, ect.).
- Locate and replace data using search and replace functions.
- Perform single- and multiple-table queries (e.g., create, run, save).
- Print forms, reports, and results of queries.
- Search a database table to locate records.
- Verify accuracy of output.
- Maintain shared database of contact information.

**CC W #8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

**CC WHST #8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or**



**paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**

- Independently finds information from a variety of sources and the accompanying technology (e.g., Interlibrary loan, world wide web searches, government agencies, and geographical dictionary) to find specific information needed.
- Independently uses information sources and the accompanying technology (e.g., Interlibrary loan, Internet searches, government agencies, and geographical dictionary).
- Independently knows where to start research based on what type of information is needed.
- Explore browser features and understands how to use them to help access information.
- Understands how to bookmark web addresses for future use
- Navigate web sites using software function (e.g., Forward, Back, Go To, Bookmarks)
- Add plug-ins and helpers to the web browser.
- Understands how to archive files.
- Independently evaluates information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, bias, and social and cultural context.
- Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- Follows ethical and legal guidelines in gathering and using information.

## **Grade 9-10**

**CC RI #7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.**

- Identify examples of accurate and inaccurate information found online.
- Determine the author's purpose prior to selecting an online resource, (i.e., inform, persuade, entertain, ect.)
- Realizes that conflicting facts are found in different sources and understands the terms accurate, relevant, bias, and comprehensive.
- Recognizes facts, opinions, and point of view and sometimes determines when it is appropriate in one's own work.

**CC W #6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**CC WHST #6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.**

**CC SL #5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and**



**interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

- Students will peer-evaluate each other's products in Google Docs and provide feedback by effectively utilizing the Comments section.
- Gather information from an online collaboration site and compile the results for others to view.
- Use iMovie or Final Cut Pro to produce a short video based off of a lesson.
- Respect copyright/intellectual property rights of creators and producers and follow the ethical and legal guidelines in gathering and using information.

**CC W #7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

**CC W#8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

**CC WHST #8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**

**CC W #2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

- Students will be able to find, evaluate, and select appropriate online sources to answer questions on their own.
- Students will be able to decipher between primary and secondary sources found on the Internet.
- Students will recognize alternative systems for organizing and accessing information. (e.g., archives, government sources, digital collections, databases, Google Scholar, ect.)
- Independently refines electronic searches as needed.
- Students will construct appropriate bibliographic citations for research papers including all required formatting.

**CC RH #7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.**

- Use government online data to analyze and make predictions (e.g., the federal census records to analyze ethnic diversity).
- Analyze graphs and charts to assist in the development of research projects.

**CC SL #2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

- Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success when searching online.
- Display emotional resilience by persisting in information searching despite challenges.
- Display persistence by continuing to pursue information online to gain a broad perspective.
- Utilize interviews and sources to collaborate and share information using multiple sources of technology.

## **Grade 11-12**

**CC RI #7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

- Utilize sources outside of the school setting to obtain information. (i.e., K-State library or public library online tools)
- Locate and use online applications successfully (e.g., educational applications, scholarships, job applications, etc.)

**CC W #2a: Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.**

**CC WHST #6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

**CC SL #5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

- Use knowledge and information skills and dispositions to engage in public conversation online and debate around issues of common concern.
- Practice responsible usage of technologies (e.g., download legally, install licensed software, and adhere to copyright restrictions).
- Understand that ethical considerations are important in the development, selection, and use of technologies.
- Demonstrate personal productivity by completing projects to express learning.
- Debate the ethical considerations involved in the development or deployment of new technologies. (privacy laws, cyber-bullying, security)

- Present information quickly and clearly in a graphical manner by making an Infographic.

**CC W #7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

**CC WHST #8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.**

- Demonstrate mastery of technology tools to access information and pursue inquiry.
- Demonstrate confidence and self-direction by making independent choices in the selection of online resources and information.
- Analyze and integrate information and ideas from personal experiences found in personal blogs, opinion pages, personal essays, etc.

**CC RST #7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.**

**CC RH #7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.**

**CC SL #2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

- Maintain a critical stance by questioning the validity and accuracy of all information.
- Monitor gathered information and assess for gaps or weaknesses.
- Recognizes that the style of format has an effect on the content.
- Identify capabilities and limitations of contemporary and emerging technology resources to address lifelong learning and workplace needs.
- Understand the importance of diverse information and access to information in a democratic society.
- Understands and is able to articulate the development of technology which may be influenced by societal opinions and demands, in addition to corporate cultures.
- Contrast ethical considerations and how they are important in the development, selection and use of technology.
- Independently demonstrates the knowledge and skills to analyze, synthesize and evaluate information on more complex topics from multiple sources and multiple formats to create new meaning.

